



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

**SCHOOLSWORKS COMMUNITY PRIMARY
LITTLEHAMPTON**

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

It is essential that the hard copies are identical to the version you email.

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school

application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input type="checkbox"/>	<input checked="" type="checkbox"/>

* Independent schools include existing alternative provision and special school institutions that are privately run.

** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company/trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of company (please delete as appropriate)

Print name:

Date: 29th February 2016

NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Please tick to confirm that you have included all the items in the checklist:

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

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C1 - Rationale

C1.1 : Introduction

Schoolsworks Academy Trust proposes to establish a Free School in the north of Littlehampton in 2018 to meet the growing demand for pre-school and primary school places in the area. The working name for the school will be *Schoolsworks Community Primary Littlehampton* (hereinafter SCPL). We plan to determine the final name of the school after the site has been secured and once we have had the opportunity to discuss options with the local community.

SCPL will be a two-form entry primary school including a 60-place part-time or 30-place full-time nursery school provision for 3 year olds. The school will take in nursery and reception children and will grow to full capacity as new children are admitted to reception each year. The school will:

- Have an inclusive approach that offers the best education for all local children
- Be a learning community for the wider community, creating cohesion in an area of new housing development
- Be non-selective, welcoming children of all faith, social, ethnic and cultural backgrounds
- Teach an enriched curriculum based on the National Curriculum
- Work effectively alongside neighbouring schools

C1.2: Summary of Rationale

- There is clear evidence of a shortfall in existing school place and pre-school provision in Littlehampton (see Section E1 for evidence). This application is primarily founded on the **Basic Need** for additional provision
- This situation will be made more acute by the **additional planned housing development** which is currently underway in North Littlehampton whereby over 1,800 new homes are under construction. (See Section E1 for evidence)
- There is **strong parental demand** for the existing Schoolsworks' academy primary school in the town. River Beach Primary School (hereinafter "River Beach") is over-subscribed, with parents regularly having to appeal for places in the Reception classes. For the 2015-16 intake River Beach had 9 appeals for Reception places and there is a current oversubscription by approximately 30% for Reception in September 2016
- Historically schools in Littlehampton **have not performed well** (see Section E1). This evidence shows that the average of Schoolsworks performance data is higher than the average performance data of Littlehampton schools in all subjects both as regards attainment and progress, with differentials ranging between 4% and 15%

C1.3: Why Schoolsworks?

We believe that Schoolsworks is the best provider to establish a Free School in

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Littlehampton because it:

- Is based locally, with all its five schools being within a radius of less than 10 miles of its head office
- Has a “good” and improving school based in the town with pupils on roll being admitted from homes in the proposed catchment area
- Has specialist knowledge and a track record of supporting schools in deprived coastal towns (i.e. in Littlehampton and Bognor Regis)
- Has specialist knowledge and extensive experience of providing high quality education to pupils with English as an additional language (in Littlehampton and in Bognor Regis)
- Currently delivers high quality education to over 2,200 pupils in coastal towns from Rustington to Selsey
- Employs leaders with successful experience of improving schools in Littlehampton moving them from Ofsted categories to Good
- Has current leaders keen to use their experience of opening a new school to open a Free School

Our plans for SCPL are based on a direct approach to the Trust from West Sussex County Council requesting that we apply to open a Free School. It is also based on a similar approach from our Regional School Commissioner asking us to consider opening a Free School. (See Annex 1 – letter from RSC’s office).

C2. Vision and Ethos

C2.1: The Schoolsworks Vision for our MAT

Schoolsworks Academy Trust is a MAT with a good track record. It is a group of five academy schools, all with strong reputations for delivering high quality education for all pupils. Schoolsworks seeks to establish SCPL as its first Free School, bringing a new and exciting dimension to the Trust.

Schoolsworks is committed to providing high-quality, inclusive and community-relevant education for pupils in all its schools. Our educational model is based on enabling excellent school leaders to recruit, mentor, coach and develop high-performing teaching teams. Staff teams achieve good outcomes for pupils and flourish within happy, positive, secure and purposeful school settings where expectations are high and value is put on high academic attainment as well as on good relationships and creativity. All are united by an urgency to maximise both children’s full potential and the opportunities that school life offers. This successful model will be replicated at SCPL.

The published values of Schoolsworks Academy Trust are:

- Maximising potential for all, through an enriched curriculum
- Sustaining positive relationships
- Cultivating curiosity

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

- Developing the whole person
- Being child centred

C2.2: The Schoolsworks Vision for Schoolsworks Community Primary Littlehampton

SCPL will be based on our **enrichment approach** - one that breaks away from what might be called 'a poverty mind-set'; that is, one characterised by the low aspirations, low expectations and low achievements that are typical features of deprived coastal towns like Littlehampton. We aim to engender high expectations and achievement as a norm at SCPL.

In practice this will look like:

1. A **traditional yet innovative curriculum** fit for purpose for the local community. This will have a strong emphasis on the teaching of basic skills within a creative and exciting, thematic-based curriculum
2. **High expectations and aspirations** for all pupils irrespective of starting points and for the staff team in our school. We will set and achieve challenging targets for both attainment and progress
3. **An extended school day** providing additional opportunities for pupils. A longer school day will ensure that there is sufficient time both for in-depth teaching of basic skills and for the development and celebration of creative, cultural and sporting activities
4. A linked approach to education founded on **excellent relationships with parents and the local community** based on a range of proven, successful methods used across the Trust including at River Beach

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

Table 1: Planned Growth of SCPL								
	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Foundation 1 (Nursery)		60 (30)	60 (30)	60 (30)	60 (30)	60 (30)	60 (30)	60 (30)
Foundation 2 (Reception)		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		120	180	240	300	360	420	480

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

<i>Table 2: Curriculum Model for EYFS</i>			
Area of Learning	Hours per week	Mandatory / Discretionary	This includes:
Communication, Language and Literacy	6.0	M	Daily phonics; integrated speaking and listening activities; fine and gross motor control /handwriting; 1:1 reading
Problem Solving, Reasoning and Numeracy	5.0	M	Structured teacher led activities as well as maths through self-initiated activities designed to develop mathematical understanding
Knowledge and Understanding of the World	5.0	M	Structured theme based approach to geography, history and science through teacher led sessions and self-initiated activities
Physical Development	4.0	M	Daily fine and gross motor skills practice inside and outside, PE 3x per week
IT	1.0	M	Structured daily activities
Personal, Social and Emotional Development	3.0	M	Structured daily activities including circle time, WWO (Working with Others) activities; social stories
Creative Development	3.0	M	Structured daily activities, indoor and outdoor

Table 3: Curriculum Model for Key Stage 1

Subject	Hours per week	Mandatory/ Discretionary	This includes:
Literacy - KS1	8.0+ cross curricular opportunities	M	Daily phonics; handwriting; guided reading; daily write; speaking and listening opportunities; <i>Talk 4 Writing</i> strategies including oral rehearsal of stories
Numeracy - KS1	6+ cross curricular opportunities	M	Daily 45 minute teacher led session plus additional opportunities
Science -KS1	1.0	M	Curriculum will be taught through a mixture of subject specific and thematic lessons
IT	2.0	M	Teacher led sessions and cross curriculum applications
PE	2.5	M	3 lessons per week plus extra - curricular opportunities
Art/ DT	1.0	M	Weekly art units to develop skills plus opportunities to apply skills in cross-curricular units
Humanities	2.0	M	Geography, history and RE to be taught mainly through cross curricular units
MfL - Yr2 -6	0.5	M	Spanish to be taught from Year 2
Music	1.0	M	Class teacher led lesson plus opportunity for everyone to learn an instrument
PSHCE	1.0	M	Include class council meetings, peer mediation training, sex and relationship education, health education

RE	0.5	M	Based on West Sussex County Council-agreed syllabus
After school clubs	1.5	D	The school will run a wide range of after school clubs and each child will be entitled to attend for 2, 45 minute clubs per week

Table 4: Curriculum Model for Key Stage 2

Subject	Hours per week	Mandatory/ Discretionary	This includes:
Literacy - KS2	8.0+ cross curricular opportunities	M	Discrete daily literacy lesson; 2x week guided reading; spelling; grammar and punctuation
Numeracy - KS2	6.0+ cross curricular opportunities	M	Daily 1 hour maths lesson plus reinforcement
Science- KS2	2.0	M	Curriculum will be taught through a mix of subject specific and thematic units. In upper school, delivery will be through subject specific lessons
IT	2.0	M	Teacher led sessions and cross curriculum applications
PE	2.5	M	3 lessons per week plus extra - curricular opportunities
Art/ DT	1.0	M	Weekly art units to develop skills plus opportunities to apply skills in cross-curricular units
Humanities	2.0	M	Geography, history and RE to be taught mainly through cross curricular units
MfL - Yr2 -6	0.5	M	Spanish to be taught from Year 2
Music	1.0	M	Class teacher led lesson plus opportunity for everyone to learn an instrument

PSHCE	1.0	M	Include class council meetings, peer mediation training, sex and relationship education, health education
RE	0.5	M	Based on West Sussex County Council-agreed syllabus
After school clubs	1.5	D	The school will run a wide range of after school clubs and each child will be entitled to attend for 2, 45 minute clubs per week
Residential journey - KS2	5 days	D	At least one residential trip in KS2

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

D1.1: Social and Economic Context for the Education Plan

SCPL will serve the Littlehampton community, which is both historically and currently an area that scores highly on the index of multiple deprivation criteria. The factors of economic and social deprivation and the presence of EAL families provide different but connected barriers to children effectively accessing education in the area. These can negatively influence constructive educational attitudes and behaviours such as parental aspiration and support, healthy eating and lifestyle habits, speaking and listening, school attendance and positive behaviours for learning.

Schoolsworks Academy Trust has successful experience of working with schools in similar contexts, including one within the Littlehampton parish (River Beach) and another in Bognor Regis. Performance data shows that, with the exception of a selective church school (St Catherine's RC), River Beach has far smaller attainment gap between disadvantaged pupils and other pupils than its neighbouring schools.

See Table 5 below for more detail on locality disadvantaged pupils performance data:

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Table 5: Locality schools – KS2 results Comparison – disadvantaged pupils

<i>School</i>	Level 4 or above combined reading, writing, maths			2 levels progress reading			2 levels progress writing			2 levels progress maths		
	<i>Dis. pupils</i>	<i>Other pupils</i>	<i>Gap</i>	<i>Dis. pupils</i>	<i>Other pupils</i>	<i>Gap</i>	<i>Dis. pupils</i>	<i>Other pupils</i>	<i>Gap</i>	<i>Dis. pupils</i>	<i>Other pupils</i>	<i>Gap</i>
Lyminster PS	45%	73%	-28%	50%	79%	-29%	90%	100%	-10%	50%	71%	-21%
River Beach PS <i>[NB part of Schoolworks Academy Trust]</i>	68%	75%	-7%	78%	88%	-10%	90%	96%	-6%	78%	92%	-14%
St. Catherine's RC PS	86%	86%	0%	100%	100%	0%	86%	100%	-14%	100%	100%	0%
White Meadows	67%	96%	-29%	79%	100%	-21%	72%	100%	-28%	69%	100%	-31%

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

PS												
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Our anticipated pupil cohort is likely to be similar to current cohorts at River Beach. We anticipate admitting pupils both from the new housing (a mixture of social housing and owner-occupied) and from current housing in the north of the town.

D1.2: Pupil Numbers

SCPL will admit 2FE of Reception pupils in 2018 and gradually reach full capacity as new Reception pupils are admitted each year. We also intend that the school will have a 30 FTE place (60 part time) Nursery (Foundation 1) with provision for 3 & 4 year olds (see Table 1 above).

D1.3: Curriculum Plan

Schoolsworks consists of five schools of which Ofsted rated four as Good and one as Requires Improvement (which is on track to come out of RI at next inspection). However, the overall track record of Schoolsworks' academy schools is a positive one as can be seen from the table below.

Schoolsworks currently has three strong schools that are in the vicinity of, and are of the same phase and type as, the proposed new school. These are Edward Bryant School, Bognor Regis (hereafter 'EBS'), Rustington Community Primary School (hereafter 'Rustington') and River Beach. As River Beach is already a part of the Littlehampton community and has designed its curriculum to reflect this, including local visits and links with businesses and community organisations, Schoolsworks plans to replicate this curriculum in the new school.

SCPL will be modelled on the best educational practice across all Schoolsworks' academy schools. Successful strategies will be used from the Trust's schools and from beyond Schoolsworks, but the curriculum will be based mainly on that at River Beach. Although the attainment data at River Beach is not the strongest in the Trust (and some of the reasons for this are outlined below), this school has been chosen to be the model for the educational plan of SCPL for the following important reasons:

- Educational studies at River Beach are based on the local area (including the river and the beach) and the school's partnerships with local businesses
- The leadership at River Beach have successful experience in developing the curriculum within a new school as evidenced by the positive growth and outcomes of the school "from the bottom up"
- Educational outcomes at River Beach are improving year on year because of the solid foundations provided to the children starting

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

at the school in EYFS

- It is anticipated that the pupil cohort at SCPL will be broadly the same as that at River Beach

The leadership at Schoolworks, including the team at River Beach, believe that the outcomes for pupils at River Beach are not yet high enough, however they are confident that improvements are being secured year on year. Issues arising prior to the opening of River Beach significantly affected Key Stage 2 outcomes in the period 2012-2015.

River Beach opened in September 2011, the result of a Local Authority decision to amalgamate two infant schools and one junior school. Immediately prior to the amalgamation, all three schools were rated as good although the junior school had been given a Notice to Improve in October 2006. Initially there was a great deal of negativity and conflict from one of the infant schools not wishing to amalgamate. This has been overcome and River Beach is now a very cohesive school. However there is still a significant negative legacy regarding the impact of this situation on performance data, which does not reflect the true achievement of pupils at Key Stage 2 since the school opened. The unrealistically positive teacher assessments regarding Year 2 performance in the years 2010 and 2011 has created a problem with regard to showing the true progress children made between 2010 and 2014 and between 2011 and 2015. Standards were so poor in one of the infant schools that attainment in Year 6 between 2013-2015 was seriously affected.

River Beach was judged by Ofsted in October 2012 to be Good and standards have risen further since that time.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake



2013 – 2015 Results Comparison – Year 6 Results July 2015 – All Schoolsworks Academies from 01/12/2014

	River Beach PS results			Rustington CPS results			Edward Bryant S results			Medmerry PS results		Rose Green JS results		Schoolsworks Trust results			National averages		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2014	2015	2014	2015	2013	2014	2015	2013	2014	2015
Reading, writing and maths L4+	68%	67%	73%	72%	92%	85%	70%	85%	78%	94%	95%	73%	74%	70%	81%	81%	76%	79%	80%
Reading 2 levels progress	91%	80%	84%	93%	95%	98%	90%	98%	96%	100%	100%	88%	73%	91%	91%	90%	88%	91%	91%
Writing 2 levels progress	93%	96%	94%	96%	95%	98%	80%	97%	98%	100%	97%	75%	79%	90%	95%	93%	91%	93%	94%
Maths 2 levels progress	91%	78%	87%	95%	95%	98%	80%	91%	95%	100%	94%	88%	79%	89%	88%	91%	88%	89%	90%
Maths Level 4+	80%	81%	85%	93%	100%	100%	82%	93%	88%	94%	94%	91%	87%	85%	91%	91%	85%	86%	87%
Maths Level 5+	25%	20%	23%	40%	55%	51%	22%	29%	33%	51%	23%	43%	35%	29%	35%	33%	41%	42%	41%
Maths Level 6	4%	3%	2%	8%	8%	8%	0%	2%	2%	6%	6%	6%	7%	4%	4%	5%	7%	9%	
Reading Level 4+	80%	80%	81%	90%	100%	97%	87%	98%	93%	94%	97%	89%	85%	86%	93%	91%	86%	89%	89%
Reading Level 5+	31%	31%	34%	40%	72%	51%	32%	39%	43%	63%	52%	55%	35%	34%	47%	43%	55%	49%	48%
Writing Level 4+	72%	84%	85%	73%	92%	85%	83%	86%	88%	94%	94%	77%	83%	76%	88%	87%	83%	85%	87%
Writing Level 5+	16%	31%	25%	25%	18%	25%	10%	14%	19%	30%	23%	31%	26%	17%	21%	24%	38%	33%	36%
SPaG Level 4+	61%	72%	72%	73%	88%	85%	77%	85%	96%	58%	90%	83%	74%	70%	82%	83%	74%	76%	80%
SPaG Level 5+	35%	42%	46%	48%	62%	61%	44%	59%	64%	30%	58%	59%	52%	42%	54%	56%	48%	52%	55%
SPaG Level 6									7%									4%	

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section

D2 – measuring pupil performance effectively and setting challenging targets

SCPL and Schoolsworks are both committed to continually raising standards across all areas of the school. We will replicate the robust, effective policies and procedures used at River Beach to monitor pupil performance, set challenging targets and achieve positive outcomes. We do not anticipate making any significant changes in assessment, monitoring and review and target-setting from that used at River Beach.

D2.1: Assessment

Following the pattern at River Beach, we will use BASE baseline assessment, KS1 assessments and in-year data to provide us with information to set challenging targets, which in turn will support pupils to maximise their progress. The monitoring of pupil progress is on-going through strategies including careful next-steps marking, pupil reviews, focussed assessment weeks, work scrutiny and moderation both within and across the Trust's academy schools.

To ensure consistency across SCPL and River Beach, the same systems – such as Schoolsworks' bespoke tracking system, *Evoke* – will be used. We will also commit time and resources to ensure there are opportunities for joint work including planning, moderation and assessment between the two schools.

D2.2: Monitoring and Review

Within SCPL, the senior leadership team will establish a culture of self-review and reflection. All staff will be responsible for reviewing their own practice and for identifying opportunities for personal, professional and academic development. The school's aim is to establish all teaching as good or outstanding from the outset. The MAT will adopt rigorous recruitment and appointment procedures to ensure that the very best staff members are appointed.

In order to ensure a consistent approach, the main system of monitoring the quality of teaching and learning across the two schools will be through the use of the *A Week In the Life Of ...* (WILO) system of monitoring and evaluation. A WILO is a rigorous system of monitoring within and across year groups. Following verbal and written feedback an action plan is devised to address areas for development. The impact of improvements is closely monitored.

In addition to WILOs other leaders will play a vital role in the monitoring of their area of expertise including core subject leaders and the SENCO. The Assessment Managers at both schools will work together to hold teachers to account through regular progress meetings. All staff will work to our consistently high expectations and our no excuse culture.

Schoolsworks will commit time and resources to work closely with the school in order to both support and monitor its progress. The Director of Teaching and Learning will keep standards in the school regularly under review and will monitor how effectively the school implements its own development plan. Additionally the Trust will carry out a Supported Self-Review (SSR) on an annual basis, to ensure that the school's leaders have an accurate understanding of the quality of teaching and learning, pupil achievement, leadership and management and behaviour and safety and that secure improvements are being made.

D2 – measuring pupil performance effectively and setting challenging targets

D2.3: Setting Targets

Performance targets to measure SCPL's success will be that:

- By the end of Reception, 65% of pupils will achieve a good level of development (this percentage will rise each year as an increasing number of Reception children come through our nursery provision)
- By the end of KS1, all pupils, except those identified as having Special Educational Needs, will meet age-appropriate expectations in reading, writing and mathematics
- At least 80% of children will pass the phonics check in Year 1
- All children in KS1 will be making good progress irrespective of their starting points
- By the end of KS2 all children, except those identified as having Special Educational Needs, will meet age-related expectations
- All pupils in KS2 will make at least good progress
- Attendance will be consistently 96.5% and above (benchmarked from attendance data from the locality)
- Punctuality will be 100%
- 100% of teaching and learning will be at least good
- There will be no exclusions
- Behaviour for learning will be at least good in 100% of lessons
- All pupils will agree that they enjoy coming to school
- Parents and carers will be happy with the school's performance
- All parent and carers will attend consultation appointments

How SCPL will achieve these targets:

We will ensure that from the day the school opens, pupils will be being taught by highly skilled, creative practitioners who will share the school's high expectations and 'no excuses' culture. We will ensure that the Foundation 1 & 2 (Nursery and Reception) children will receive the highest quality educational provision and intensive support, giving all pupils the best possible start to their education. In this way, the school aims to prevent any gaps in performance from widening and will work tirelessly at this early stage to address existing gaps.

As the school grows, the staff team will work closely with the other Schoolsworks' academy schools in the locality to give SCPL access to a greater range of experienced, specialist support and resources. We will ensure that the potential benefits of replication across Schoolsworks are realised by sharing training, CPD and moderation across the two schools more widely across the MAT.

The school will be committed to working in partnership with parents both through regular meetings and letters, emails and other communication media.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

D3.1: Proposed Staffing Structure

The proposed staffing structure for SCPL reflects the assumed incremental growth to a two-form entry primary school, year on year.

At all levels, we will be recruiting outstanding professionals, who share our vision and passion for education and who are committed to do whatever it takes to deliver excellence for our pupils. Research shows that it can be difficult to recruit high quality staff to schools in coastal areas. Therefore, we work hard to consistently ensure that we recruit teachers who can deliver a high standard of education. Because we have created a good reputation as an employer, and put effort into excellent recruitment, our experience at River Beach and other Schoolsworks academy schools is that there is fierce competition for posts at our schools. This is thanks both to our schools' strong reputations and to good links with local universities.

In addition to external recruitment, we will use the existing professional expertise across Schoolsworks to ensure that we provide the best possible education for the pupils at SCPL. Mindful to ensure that we do not jeopardise the on-going improvements at River Beach, this will be done in a range of ways including, for example:

- By employing and promoting staff from River Beach through identified succession planning and careful backfilling from other schools within the Trust
- Sharing key teaching and support staff (facilitated by both schools being within 5 minute journey time)
- Monitoring, evaluation and support for improvement of quality of teaching and learning by Schoolsworks leaders
- Leadership of English, mathematics and assessment leaders
- Support for specialist teaching e.g. art, design technology
- Participation in current Schoolsworks programmes e.g. Recently Qualified Teachers' programme
- Support Assistant hours, for example Portuguese- and/or Russian-speaking teaching assistants
- Technical support from IT technicians

The proposed staffing structure set out in the table below illustrates the planned growth of staff as the numbers of pupils increase up to the point when the school is full. We are confident that we can deliver high quality learning experiences and outcomes during this period of growth. This staffing structure is affordable as demonstrated in our financial plans and relevant commentaries.

Staff (FTE) /Year	2018	2019	2020	2021	2022	2023	2024

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Pupil Numbers (excl Nursery)	60	120	180	240	300	360	420
Leadership							
Executive Headteacher	0.2	0.2	0.2	0.2	0.4	0.4	0.4
Operational Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Headteacher			1.0	1.0	1.0	1.0	1.0
Phase 1 (EYFS) leader	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Phase 2 leader			0.5	0.5	0.5	0.6	0.6
Phase 3 leader						1.0	1.0
SENCO	0.2	0.3	0.4	0.5	0.6	0.8	1.0
Schools Business Manager	Support from core operations of Schoolworks Trust						
Sub-total	2.4	2.5	4.1	4.2	4.5	5.8	6.0
Staff							
Teachers Including PPA cover and support	1.4	3.7	5.3	7.7	10.0	11.4	13.7
Keyworkers	1.4	1.4	1.4	1.4	1.4	1.4	1.4

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Teaching Assistants	0	1.3	2.7	4.1	5.5	6.8	8.2
Pupil support teaching assistant	0.6	0.6	1.1	1.2	1.2	1.8	1.8
Bursar	0.3	0.3	0.5	0.5	0.7	0.7	0.8
Administrative staff	0.8	0.8	0.8	0.8	1.4	1.4	1.4
Premises staff	0.3	0.4	0.4	0.6	0.6	0.6	0.9
Welfare	0.4	0.5	0.6	0.7	0.8	0.9	1.0
Mid day assistants	0.2	0.6	0.8	1.1	1.5	1.7	2.0
Sub total	5.4	9.6	13.7	18.0	23.5	26.5	31.0
Total staff	7.8	12.1	17.8	22.2	28.0	32.3	37.0

Leadership and management

SCPL will be part of the Schoolsworks multi-academy trust based on the south coast between Selsey and Rustington (please refer to section F).

[REDACTED]

An ambitious, energetic and leader will be appointed as **Operational Headteacher**. This post will be advertised externally so that the best possible candidate will be appointed. He/she will be a strong leader with successful experience in school improvement and working in challenging areas. He/she will work to the responsibilities as identified in the Headteacher' Standards (recognising the input and working

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

relationship with the Executive Headteacher).

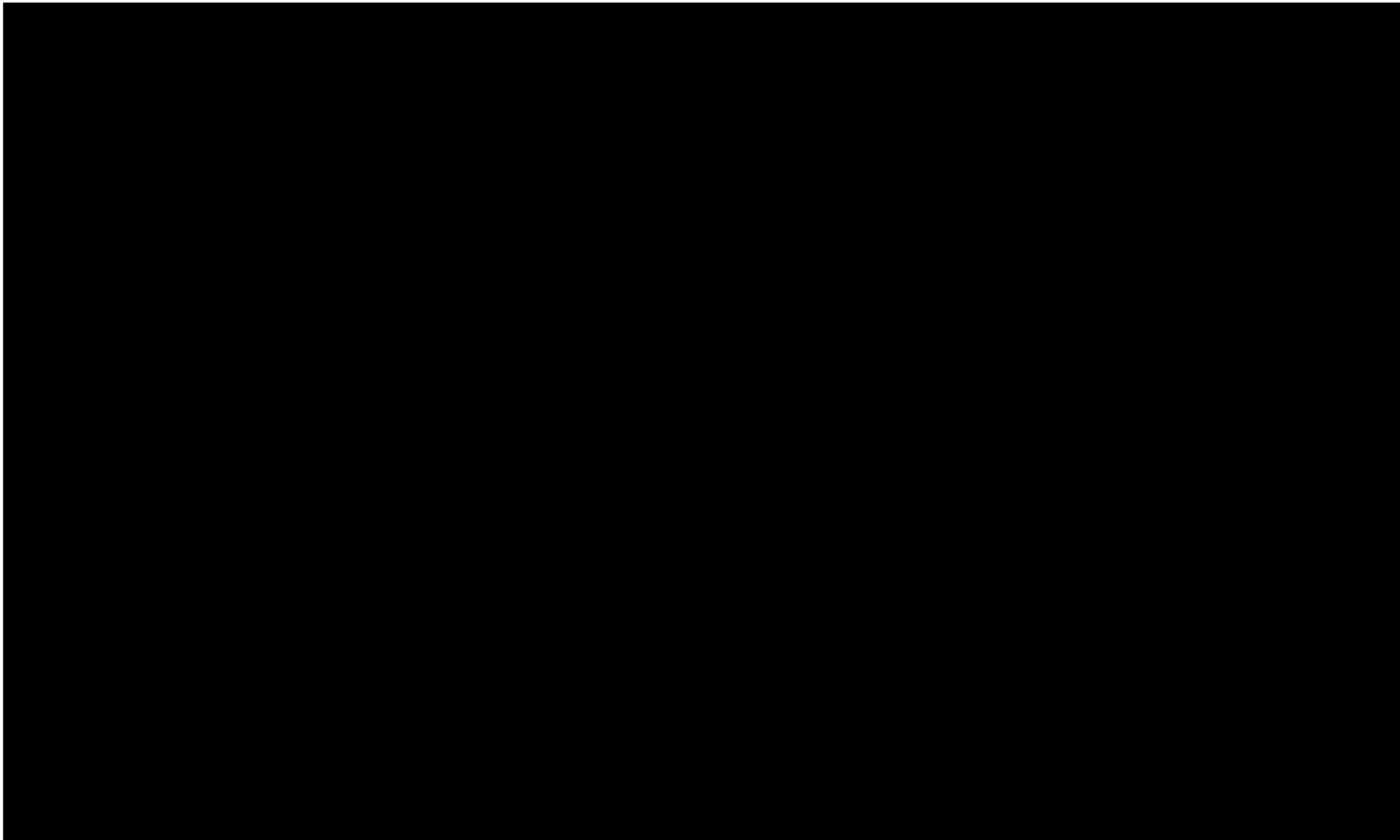


Nursery Staff

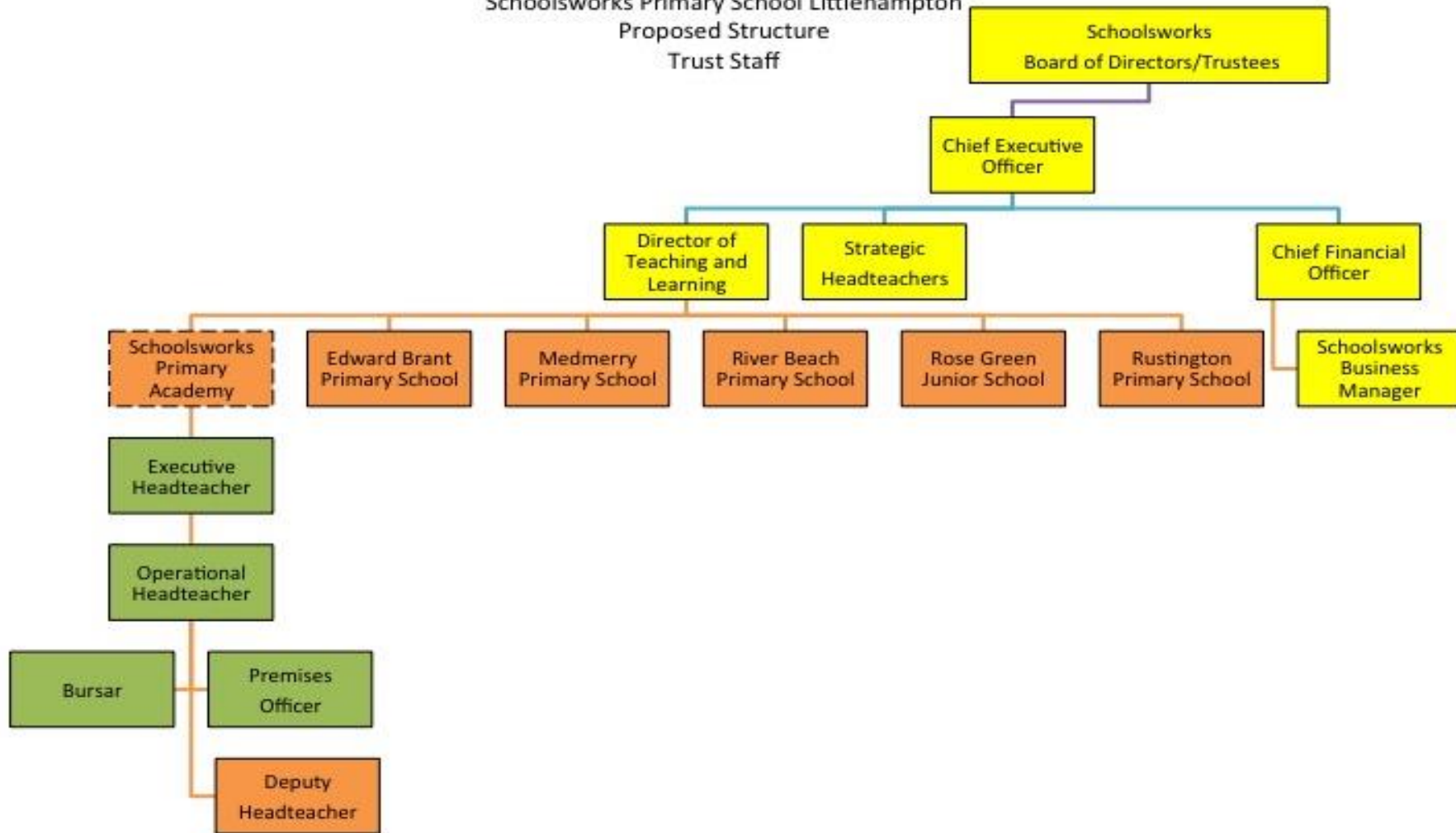
The Nursery staff team is not included in the above staffing schedules as nursery-related costs are separately accounted for specifically within Other Costs section of the budget. A qualified teacher will lead the Nursery staff team.

Finally, we now provide a series of organograms to express the structure of the Trust and the proposed structure of SCPL. These are follows:

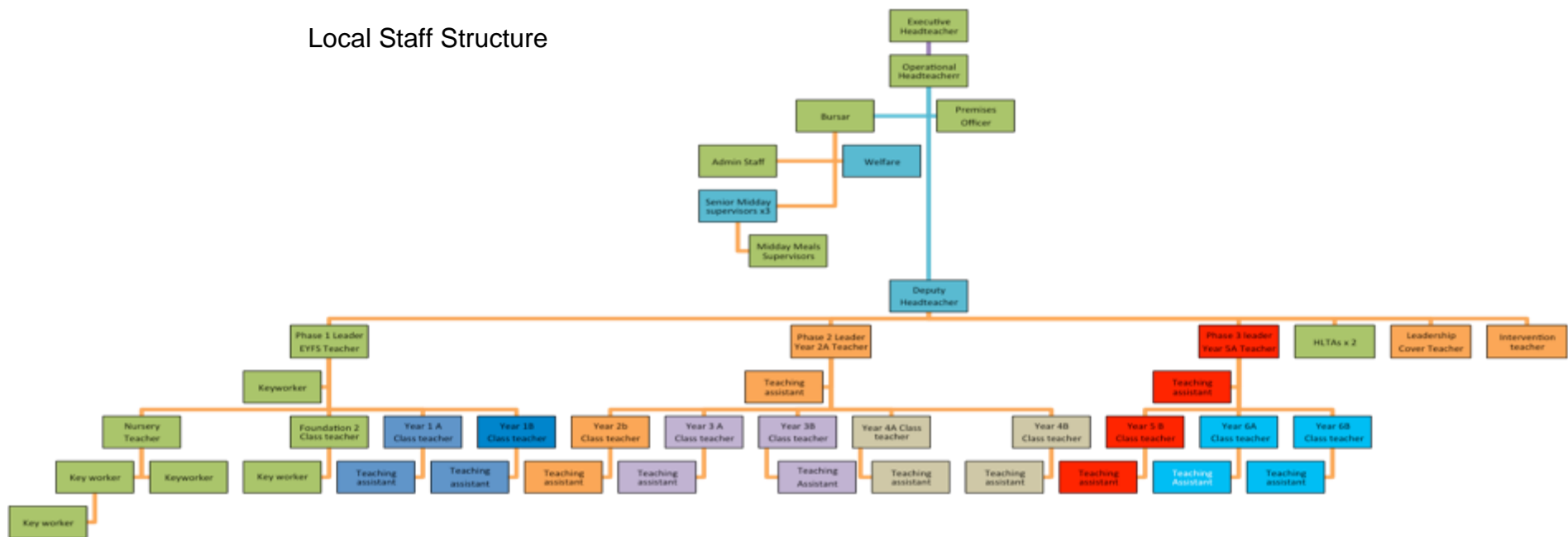
1. Schoolsworks Governance Structure
2. Schoolsworks Trust Executives
3. Schoolsworks Community Primary Littlehampton (Green is staff in Year 1 (2018); dark blue is additional staff for Year 2 (2019); buff is additional staff for Year 3 (2020); purple is additional staff for Year 4 (2021); grey is additional staff for Year 5 (2022); red is additional staff for Year 6 (2023); light blue is Year 7 (2024))



Schoolsworks Primary School Littlehampton
Proposed Structure
Trust Staff



Schoolsworks Community Primary
 Littlehampton
 Local Staff Structure



D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

SCPL will welcome pupils of all worldviews including all faiths and none. It will ensure that every member of the school community feels accepted and valued whatever their needs, creed, disability, orientation or views.

A key focus for the school will be its six core values of Honesty, Respect, Responsibility, Friendship, Cooperation and Perseverance. Each half term there will be a focus on one of the values. This will be launched in an assembly through sharing a range of traditional and stories from the Bible and other faiths, creative arts and illustrations. Children will be invited to reflect and act on the values during their day-to-day life at school. Visiting clergy, religious and community leaders and other speakers will be invited to participate in assemblies to contribute to the pupils' understanding of these values. Each speaker will be rigorously vetted and there will always be a senior member of school staff in attendance. At the end of each week there will be a special celebration assembly to share pupils' achievements, recognise pupils who have demonstrated the school values over the previous week as well as ensuring other aspects, such as positive attendance, are highlighted.

Although assemblies will be mainly Christian- and ethic-based, it is fully recognised and accepted that not all families will be of the same faith. Knowledge of other faiths will be gained by the pupils through the curriculum (West Sussex SACRE). Alternative arrangements will be made for pupils not wishing to participate in assemblies because of their beliefs.

Within the daily life of the school there will be a strong emphasis on Social, Moral, Spiritual and Cultural Education (SMSC). A variety of opportunities will be taken to develop pupils' spiritual awareness including a clear structure of what will be taught in each year group. SMSC will be delivered through assemblies, focused PSHCE lessons, activities in other lessons and planned events such as work with local councils and magistrates, debates within and across the schools (e.g Great Chocolate Debate), visits to exhibitions locally and further afield, opportunities for historical empathy (e.g. World War 1 and 2), jazz composition (with a leading jazz pianist), Fair Trade Week and Deaf Day.

Children will be encouraged to empathise with other cultures by participating in International week as well as by joining in special events such as International Christmas at River Beach when families from all cultures join together to share

D4 – the school will be welcoming to pupils of all faiths/world views and none

Christmas customs and food from their own country. Such activities at River Beach promote a positive community where pupils respect all cultures and racism is extremely rare. Links with other countries will be forged by working towards an International Award. River Beach are well placed to support with this having recently gained a full International Award. Praise for the school included “Your commitment to international education is clearly evident and this is reflected in the high quality of the work you describe” with the point for development being “Your work would be further enhanced if you could endeavour to reach out to other schools and the wider community in an ambassadorial capacity, involving encouraging, assisting and mentoring other local schools specifically to engage more closely with internationalism by beginning the journey towards attaining the ISA. This would create an opportunity for a wider section of the community to benefit from your expertise and experience. “ We would welcome the opportunity to do this at SCPL as well as with other local schools.

Pupils will be prepared for life in modern Britain using a range of strategies. These will include curriculum opportunities with planned topics to develop knowledge of other faiths and beliefs, specific focus weeks e.g. Money Week, Fair Trade Week as well as visits to, for example, the Houses of Parliament. The school will work towards an International Award as a vehicle for learning about other cultures. SCPL’s leadership will draw on the expertise at River Beach which was recently awarded a full International Award with the only area for development being to share their knowledge and skills with other schools.

Within the school system the pupils will have the opportunity to hold posts of responsibility including Peer Mediators, House Captains in a House system, Digital Leaders, Young Interpreters, Librarians, School and Locality Council representatives as well as monitors within their own class. Appointment to some posts, such as House Captains, will be by a democratic system whereby pupils will stand to be elected and will be voted in. The School Council will enable pupils to contribute their views and have a genuine say in the running of their school.

All pupils will take part in peer mediation training and when the school has older pupils, they will receive additional training to act as Peer Mediators. This scheme successfully runs in all Schoolsworks academy schools. Pupils learn to deal with conflict and ‘fallings out’ in a constructive, non-aggressive way and develop an effective shared vocabulary as well as their personal emotional literacy, independence and a range of social skills.

Other planned activities to prepare pupils for their futures will include having a school bank on site run by pupils who have been interviewed and “employed for the posts”; being key players in the development of a school Travel Plan; successfully completing the Bikeability course.

Membership of specific clubs will also provide essential life skills for pupils who are members and through them, pupils across the school. Examples of this will be Eco Club, Neighbourhood Watch Club and British Sign Language Club.

Parents and specific communities within the town will be important members of our

D4 – the school will be welcoming to pupils of all faiths/world views and none

school community. We will ensure that pupils and parents with English as an Additional Language feel welcomed and valued by ensuring that letters are translated as required, if possible a member of staff speaks their language and that the school recognises the value of their culture. This will be through specific events such as International Days but most importantly by talking to children and adults and making sure their views are known and understood.

As well as activities within school, work with the local community will enhance pupils understanding and contributions to life in modern Britain in that that they will participate in local events such as Remembrance Day and work with local businesses including estate agents, the amusement park, local council and the RNLI.

Obviously a key priority will be the safeguarding of all pupils. All staff and any volunteers will be subject to DBS checks. There will be mandatory safeguarding training for all staff members to ensure that everyone working in school has sufficient current skills and knowledge to keep children safe. There will be additional regular training for all staff to ensure that they are always vigilant and know the signs to look for, particularly regarding concerns around PREVENT and FGM. There will be more than one Child Protection Officer present in SCPL to ensure that the needs of all pupils and their families are met and that wherever possible safeguarding issues can be prevented as well as being effectively dealt with when they do occur. As a minimum, the Executive Headteacher and Operational Headteacher will be qualified in Safer Recruitment as are other senior staff members within Schoolsworks. The *EVOLVE* online system will be used for day and residential trips to ensure that there are robust checks in place. This also includes checks on all risk assessments.

Finally, SCPL be founded with a Local Advisory Council which will be constituted to operate as local intelligence reporting to the Executive Headteacher and supporting them in the supervision, leadership and management of the school. This Council will consist of a group of parents, support staff and teachers at the school, at least one Director of Schoolsworks and representatives of the local community. An important part of the Council's role will be to regularly visit the school and to ensure that all its values, including inclusivity, are being rigorously adhered to.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

E1 – provide valid evidence that there is a need for this school in the area

E1.1 : Introduction

We are applying to open Schoolsworks Community Primary Littlehampton because there is a **Basic Need** that is, a projected shortage of school places from pre-school to Year 6 in Littlehampton. Please find below the details we have on current and forecast shortage of places. This application comes after lengthy conversations with and support from West Sussex County Council who have provided us with this data.

E1.2: Need for Additional Pre-School and Primary School Places

There is a clear **Basic Need** for additional school places in Littlehampton. This is evidenced by the ONS Super Output Area Data from 2011 Census showing local level population estimates for 2011-2021:

<i>Year</i>	2016	2017	2018	2019	2020	2021
<i>Population Estimate</i>	24,919	25,274	25,645	25,992	26,320	26,638

Demand for primary school places has been increasing for some time and sharply in recent years. Up to September 2015 the local authority, West Sussex County Council (WSCC), had been able to meet this through expansion of existing provision.

We hold a supporting letter from WSCC for this application which is to be found below as Annex 2. WSCC has indicated that a new primary school will be required to meet a projected shortfall of school places in the north of Littlehampton, which is predicted to be felt from 2016 or 2017 generated by new housing developments and local demographic changes. It is also anticipated that a site for a primary school will become available in 2018 thanks to Section 106 agreements. Since commencing the application process, WSCC have approached us about the likely shortfall in places before 2018 for which they have no solution other than new provision. Indeed, they have approached our existing schools in Littlehampton to request that these take additional classes in September 2016 (see Annex 3 below). Unfortunately, we are unable to accommodate additional classes for September 2016 within our existing provision but we have expressed to WSCC our willingness to be flexible and to work with them in seeking to accommodate this additional need in the context of SCPL earlier than 2018 if we are successful in this application. Such willingness could include discussing a range of possibilities including:

i) [REDACTED]

ii) considering a review of the size of the school, for example by the opening of an additional site of SCPL so that one site is 2FE and the other is 1FE

E1 – provide valid evidence that there is a need for this school in the area

North Littlehampton is an area identified as an Economic Growth Area and WSCC's *Planning School Places 2015* document reports a significant amount of on-going, planned housing developments. The report states that,

The [Arun Local] Plan makes provision for 9,822 homes, which would have a significant impact on local schools. Pre-school numbers are already high... so there is likely to be a need to expand schools due to these demographic changes as well as in response to the proposals from Arun [District Council]

It further states that,

"Planning applications have been approved by Arun District Council for two significant housing developments – Courtwick (600 homes) and Greencore (1260 homes). A site for a new primary school is included in the Section 106 agreement for Greencore."¹

Based on these developments and other local population growth, WSCC have provided Schoolsworks with a summary of the projected shortfall of places² as follows:

Table 1: Projected Deficit of Primary School Places in Littlehampton for Reception Intake

	Surplus/deficit of places	Surplus/deficit as Forms of Entry (classes)
2016/2017	-35 places	-1
2017/2018	-48 places	-2
2018/2019	-62 places	-2
2019/2020	-76 places	-3

As a result of the amalgamation of Littlehampton schools in 2011, when infant and junior schools were merged to create through primary schools, pupil numbers on each site were increased in most cases to the capacity of their physical sites. WSCC therefore considers that existing provision cannot be further expanded and their only

¹ Source: p. 29, *Planning School Places 2015*, West Sussex County Council, April 2015

² Source: *Forecast School Rolls*, West Sussex County Council, December 2015

E1 – provide valid evidence that there is a need for this school in the area

solution is to see a Free School opened to meet this need.

In addition, there is the issue of where the new housing developments are situated in relation to existing school provision. The distance from the furthest housing on both Courtwick and Greencore developments to White Meadows Primary, the only school currently with capacity, is 1.6 miles. Bus routes do not serve these journeys to school and both journeys on foot are complex, involving the crossing of railways and major roads without footbridges.

Finally, the need for primary places is clearly linked to a need for nursery places as the new housing and other demographic changes stimulates population growth. In addition to any shortfall in nursery places, there is a compelling rationale for linking a nursery school to SCPL. Following the model of River Beach, we want to take advantage of the benefits of a consistent Foundation Stage by securing the basic learning skills in a 'Foundation 1' Nursery class, which can then be built upon in a 'Foundation 2' Reception class.

E1.3: Performance of Other Primary Schools in the Area

Historically schools in Littlehampton have not performed well. We have tabled below³ the performance figures of the four primary schools in Littlehampton, which accommodate the vast majority of local pupils. These averages are aggregated (highlighted in blue) and are compared to the aggregated national results (highlighted in buff) and the aggregated results of the four Schoolsworks primary schools that had been in the Trust for at least one year at 1st September 2015 (highlighted in green):

Table 2: Performance Table of local schools in July 2015

School	L4+ Reading	L4+ Writing	L4+ Maths	L4+ Combined	% EP Reading	% EP Writing	% EP Maths	Ofsted Rating
Lyminster PS	81%	81%	69%	62%	64%	96%	63%	Good (June 2013)

³ Source: *West Sussex EPOD 2015*

E1 – provide valid evidence that there is a need for this school in the area

River Beach part of Schoolsworks Academy Trust	81%	85%	84%	73%	82%	89%	86%	Good (Oct 2012)
St. Catherine's PS	95%	86%	95%	86%	90%	90%	95%	Good (Nov 2014)
White Meadows PS	87%	83%	83%	79%	84%	86%	80%	Good (Feb 2014)
Littlehampton averages	86%	84%	83%	75%	80%	90%	81%	All Good
National averages	89%	87%	87%	80%	91%	94%	90%	
Schoolsworks Averages (schools in Trust for a year)	92%	88%	92%	83%	95%	97%	94%	All Good

This evidence shows that the average of Schoolsworks performance data is higher than the average performance data of Littlehampton schools in all subjects both as regards attainment and progress, with differentials ranging between 4% and 15%.

Please tick to confirm that you have provided evidence as annexes:

E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

In the 10 weeks prior to the submission of this application we made a concerted effort to engage with parents and with the wider local community. The catchment area of SCPL will be that part of postcode BN17 that is east of the River Arun, but the locality includes BN16 so we have concentrated our efforts across BN17 and BN16. A Marketing Plan was devised with actions and timelines mapped to the end of February 2016 (see Annex 4). A local branding and marketing company, Recenseo Ltd, were engaged to market SCPL to the community effectively. With experience in promoting community engagement on a previous Free School project, Recenseo helped us to target and reach our audiences and the marketing project was begun (see Annex 5).

On 14th December 2015, we went public on our plans and made efforts to reach as many parents and other members of the local community as we could. We reached out to the following areas of the community:

1. Littlehampton Schools

[Redacted text block containing details of school engagement]

2. Littlehampton Parents

Annexes 4 and 5, referred to above, list some of the events that were held with the specific intention of reaching prospective parents of children who may attend SCPL in

E2 – successful engagement with parents and the local community

the future to ensure that we received their feedback and support. We also used marketing collateral – leaflets, posters, banners – to get our message across to the widest possible audience (see Annex 14). We focussed our attention on meeting parents at River Beach and Rustington Schools, at Littlehampton Swim Centre, at a public event on Littlehampton High Street and at the Children and Family facility at the Wickbourne Centre.

An overview of the positive responses received by current parents and by other members of the community by 27th February is set out in this table:

Postcode	With children	Without children	Online / Children	Online / No children	Totals
BN17	356	65	6	4	431
BN16	38	15	5	4	62
Further afield	8	12	0	3	23
Totals	402	92	11	11	516

All these respondents indicated positive support for the concept of SCPL and have given their names and email addresses (where appropriate) to be kept informed of the progress of our plans. What can clearly be seen is that of the 516 positive responses we have received 356 are people with children living in postcode BN17, the location of the proposed free school site.

3. Media

After 14th December 2015, we issued press releases and undertook radio interviews and engaged in social media outreach. This was followed up in February 2016 with a further press (see Annex 12) and further specific outreach efforts. Annex 13 shows examples of some of the press and social media coverage we have received.

5. Local Businesses / Community Organisations

We have also reached out to local businesses and community organisations, many of whom have indicated their support and their letters of support are included as follows: Arun Children and Families Trust (Annex 15); Arun Community Church (Annex 16); [REDACTED] (Annex 17); [REDACTED] (Annex 18); [REDACTED] (Annex 19); Harbour Park Limited (Annex 20); [REDACTED] (Annex 21); Marks of Respect (Annex 22); [REDACTED] (Annex 23); Pro Coaching Football Academy (Annex 24); Reynolds (Annex 25); The Vardar Restaurant (Annex 26); Ticklemetoo (Annex 27); West Sussex Scouts (Annex 28).

E2 – successful engagement with parents and the local community

6. Developers

We also reached out to the two developers who are building the new estates in North Littlehampton, Barratt Homes and Persimmon Homes, for support but at time of writing this application no positive feedback has been received (see Annexes 29 & 30)

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[Add lines as appropriate]

F1 (a) Skills and experience of your team

[Redacted text block containing multiple lines of blacked-out content]

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap

[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

We do not intend to make changes to our existing governance structure, roles and responsibilities or schemes of delegation in the context of the establishment of the Free School. We intend to ensure our trust continues to exercise strong accountability and that this will be the case for SCPL.

[REDACTED]. The purpose of this is not to address weaknesses in governance per se, but to ensure clarity of roles at a Board and local level. The Free School will be of the same type and phase as the others in the Trust and so will fit into the governance structure well.

We foresee no specific conflicts of interest affecting Company Members or Trustees/Directors relating to this application. We manage conflicts of interests proactively within the Trust by reviewing the register of interests at every governance and core executive meeting to ensure that there are no such conflicts. No appointments are made by related parties and where these exist they are declared and registered. We are undertaking governors' training to enshrine the Nolan Principles in our governance practice.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

n/a

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

n/a

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site

n/a

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability
Please see the attached spreadsheet.